

"BOUNCING DR. WILEY"

"What makes the Potted Ham so green?" said Files-on-Parade.
 "It's feelin' fresher than it is," the Color Sergeant said.
 "What makes the ranks so white, so white?" said Files-on-Parade.
 "They're dreadin' what they've got to eat," the Color Sergeant said.
 "For they're bouncin' Doctor Wiley, you can hear the Microbes cheer, And the Germs is all a-singing', 'Wiley's goin' away from here, And we're coming back far stronger than we've been for many a year, For they're bouncin' Doctor Wiley in the mornin'."

"What makes the canned goods work so 'ard?" said Files-on-Parade.
 "They're fixin' for their Jubilee," the Color Sergeant said.
 "What's made that front rank man fall down?" said Files-on-Parade.
 "He's eat cold-storage sassidges," the Color Sergeant said.
 "They are bouncin' Doctor Wiley, and those sassidges of old Are swarmin' from their prisons where they've lingered in the cold, And they've brought their ptomaines with 'em in a manner free and bold. For they're bouncin' Doctor Wiley in the mornin'."

"E uster work 'longside o' me," said Files-on-Parade.
 "E 'elped me tackle many a germ!" the Color Sergeant said.
 "I've drunk 'is beer a score o' times," said Files-on-Parade.
 "And mighty steerile stuff it was!" the Color Sergeant said.
 "They are bouncin' Dr. Wiley, they are givin' him the larf; They are cuttin' off 'is wages, and 'is red official scarf, And you and me must analyze ourselves our 'arf an' 'arf, For they're bouncin' Doctor Wiley in the mornin'."

"For what do they be bouncin' him?" said Files-on-Parade.
 "E put the Microbes on the blink," the Color Sergeant said.
 "An' did the Microbes 'urt the Blink?" said Files-on-Parade.
 "They put the Blink out of a job," the Color Sergeant said.
 "They are bouncin' Doctor Wiley, and the germs are runnin' free, And the Microbes an' Bacilluses are chortlin' with glee, For they'll get their starvin' 'ooks once more on folks like you an' me. After bouncin' Doctor Wiley in the mornin'."

—Harper's Weekly.

THE GIFT AND FAVOR FORM OF BRIBERY

The back door is not used for exit only. In teaching ethics the main entrance must always be through the front door, but it is some times of advantage to gain entrance from the rear. In other words it is almost as pedagogical to teach young people to avoid wrongdoing as to teach them the principles of right doing. Permit me to gain entrance on this occasion through the back door.

Owing to the frequent charges of graft and corruption in textbook adoptions in Minnesota an investigating committee was appointed a few years ago. As a result of the findings of this committee the last legislature passed laws controlling the sale of textbooks very similar to Nebraska laws, except providing heavy penalties on book companies for disregarding the provisions of law, and also providing severe penalties for superintendents and teachers who receive pay in form of commis-

sions or presents on books sold in their schools.

Will it be necessary for Nebraska to amend her textbook laws by providing penalties on book companies and teachers who disregard the law, or is public sentiment strong enough to hold in check the forms of corruption discovered by the Minnesota investigation? The teaching ideals in our state are such that the unscrupulous book man finds this a poor field for purchasing influence. It is a fact, however, that the new and unsuspecting principal or teacher is sometimes imposed upon and corrupted even in Nebraska.

Is it not the duty of those who have been longer in the service to caution those just entering upon the duties of our profession against these textbook influences which may be brought to bear upon them? Why not in all our normal schools and at the first teachers' meeting of the year in every county have that as one of the topics for discussion? In some instances it may be well for those who have had several years' experience to see that they do not step over the ethical line themselves. Let us advise young principals and teachers not to place themselves under obligations to companies by accepting presents or favors of any kind from school book men. For instance, while it is proper where a change is contemplated in textbooks to receive sample books for examination, it is highly improper and the first step towards larger evils to accept from the company other desirable books from their list for the private library. The one who receives these books will likely later accept from the textbook company a dictionary or a desk purchased especially for him. These gifts can be for no other purpose than to purchase the teacher's influence. In some respects it is more disreputable to accept this form of pay than to accept a commission outright. Another way of purchasing the principal's or teacher's influence is by paying the hotel bill and bearing other expenses at the district, state, and other associations. The corrupt agent makes extensive use of this method of getting business.

It is surprising to note the extent to which even some of our excellent lady superintendents are annoyed at the meetings of teachers' associations by certain book men who insist on paying their hotel bills and bearing other expenses.

County and city superintendents, both men and women, have been greatly embarrassed many times by offers to bear all their expenses in automobile rides and in other pleasure trips at the associations. It is rumored that some superintendents have been requested to attend the next association without expense to themselves, and that a few have been approached with an offer of payment of election expenses.

The only safe rule to follow is to accept no pay or gifts of any kind from those who are soliciting business from the school. Remember that this reform must come through the teachers rather than through those soliciting business. Remember also that these gifts and other favors are given in order to secure our influence in getting business for the company, having absolutely the same kind of corrupting influence that was exerted for so many years by the railroad system of passes. Let us all join in eliminating those corrupt influences, not by turning against all school book men, but by resenting any attempt to use graft or corrupt methods in getting the textbook business of our schools. Let us teach the new recruits each year that the highest ideals of our profession are absolutely opposed to our accepting gifts and unusual favors from firms or agents doing business with our

schools. Let us have in Nebraska such a standard of professional ethics among teachers that it will never be necessary to resort to Minnesota penalties. A word of information and caution given in every school and association at the beginning of each year would certainly establish this higher code of ethics which would just as certainly put an end to gift and favor bribery in our state.—J. W. Crabtree, ex-State Superintendent Public Instruction, Lincoln, Neb.

BOOKS RECEIVED

The Authority of Might and Right. By A. v. C. P. Hulzinga. Sherman, French & Co., Boston, Mass., publishers.

"Monera." The principles of evolution and immortality of atomic life, explained by Paul G. Lewis. Published by Paul G. Lewis, Milwaukee, Wis. Price, \$2.00.

Harrisburg Telegraph Year Book and Almanac for 1912. Published by the Harrisburg Telegraph, 216 Federal Square, Harrisburg, Pa. Single copies, 10 cents. By mail, 15 cents.

TOO HASTY

At a lecture a well-known authority on economics mentioned the fact that in some parts of America the number of men was considerably larger than that of women, and he added humorously: "I can, therefore, recommend the ladies to emigrate to that part."

A young woman seated in one of the last rows of the auditorium got up and, full of indignation, left the room rather noisily, whereupon the lecturer remarked:

"I did not mean that it should be done in such a hurry."—Tit-Bits.

MOSAIC

The teacher asked: "When did Moses live?"

After the silence had become painful she ordered: "Open your Old Testaments. What does it say there?"

A boy answered: "Moses, 4000."

"Now," said the teacher, "why didn't you know when Moses lived?"

"Well," replied the boy, "I thought it was his telephone number."—Suburban Life.

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